P. Hatlen

THE TEACHING OF READING TO VISUALLY HANDICAPPED CHILDREN

KINDERGARTEN THROUGH EIGHTH GRADE

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1963

STATE SCHOOL FOR THE BLIND AND THE DEAF
RALEIGH, NORTH CAROLINA

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FOREWORD

The ability to read is the opening wedge to all printed knowledge. When a child, himself, seeks help through books or is inspired to explore ideas which will spark his imagination beyond his present status, he is on the way to success. It is our opportunity to supply this guidance and inspiration and direct the growth of the children who are in our charge.

This bulletin has been designed with the hope that it can serve as a guide to present and future teachers of visually handicapped children. Its purpose may be stated as threefold.

1. The teachers who produced this study have done so for their own benefit. It has given them an opportunity to reappraise their philosophy and redirect their efforts.

2. There is much in these pages that will be of value to new teachers who will appear on the scene in coming years. It is hoped that the suggestions here will help them to do an efficient job for our boys and girls.

3. The teachers of visually handicapped children throughout America are scattered and do not have much opportunity for communication with one another. The statements on these pages should be of some value to teachers everywhere in appraising their own efforts.

In many respects this appears to be a course of study, but it is less formal than the typical course of study because of the effort to adapt the public school requirements to the needs of the visually handicapped boys and girls. With this approach, it could well be called "an adaptation of the course of study to the needs of visually handicapped children."

The philosophy and practices of a school for the blind are inexorably linked to the philosophy of the public school systems of America. The education of visually handicapped children must follow the pattern that has been established for the education of sighted children. The methods may vary, but the initial philosophy and ultimate goals are essentially unchanged. In recognition of this situation, the teachers who prepared this study began with an analysis of the objectives of the public school system of North Carolina, and from this point proceeded to adapt the work of the School for the Blind to the development of their boys and girls.

Egbert N. Peeler, Superintendent
April 1, 1963

ACKNOWLEDGMENT

This study is a product of the teachers of the North Carolina School for the Blind. Most of these teachers bring a rich background of training and experience to their work. A majority of them had experience as teachers in the public school system before joining the staff of the School for the Blind. Grateful acknowledgment is made for their sincere efforts to prepare this statement of what they consider to be their opportunity in the field of reading.

A deep sense of appreciation is expressed to Mr. T. E. Stough, former Principal of the State School for the Blind, for his assistance in codifying, summarizing, and appraising the writings of the several teachers. For general editorial services, we express our thanks to Mrs. Rachel Rawls, Mrs. Hazeline Whitley, Samuel J. Cole, and Randall K. Harley.

The teachers who participated in the preparation of this study are as follows:

Kindergarten
- Mrs. Catherleen Thomas
- Miss Gloria Lester
- Miss Agnes Ellis
- Mrs. Doris Holt
- Mrs. Ann Harris

1st Grade
- Miss Mozelle Jones
- Mrs. Evelyn Harthcock
- Mrs. Lucile Hunt
- Miss Ida Pearle Eatmon

2nd. Grade
- Mrs. Irene Lane
- Miss Gladys Currin
- Mrs. Emma Sue Stuart

3rd Grade
- Mrs. Mertie Batey
- Mrs. Phyllis Mann
- Miss Mazie McMillan
- Mrs. Ethel Lewis
- Mrs. Opal Brendle

4th Grade
- Mrs. Martha Weaver
- Mrs. Pauline Jenkins
- Miss Audrey Johnson

5th Grade
- Mrs. Dora Grimes
- Mrs. Blanche Rivers

6th Grade
- Mrs. Laurie Goetze
- Miss Elizabeth Lennon
- Vernon Malone

7th Grade
- Mrs. Eugenia Anderson
- Mrs. Nellie Boykin

8th Grade
- Mrs. Mildred Jordan
- James Sears
- Mrs. Fannie Latham

THE TEACHING OF READING

TO

VISUALLY HANDICAPPED CHILDREN

KINDERGARTEN READINESS AND READING

I. OBJECTIVES OF THE PUBLIC SCHOOLS.

A. General Objectives (for Primary Grades).

1. To encourage the desire to read.
2. To develop a thoughtful attitude toward reading.
3. To work toward independence and accuracy in word recognition.
4. To help achieve effective oral and silent reading habits.
5. To work to extend the span of recognition and increase the rate of reading.
6. To help the child attain rhythmic eye movements.
7. To develop the ability to comprehend and interpret reading material accurately.
8. To develop care in handling books.
9. To cultivate reading tastes and standards through wide reading experiences.

B. Specific Objectives.
(Not Available).

II. OBJECTIVES OF THE SCHOOL FOR THE BLIND.

A. General Objectives.
Same as for the public schools except in number six, Add the words "Finger and Hand" to the word "Eye."

B. Specific Objectives.

1. To orientate each child to his new environment in and out of the classroom.
2. To establish a feeling of friendliness toward the people in the school.
3. To project the child's home life interests into his social life.
4. To help the child overcome blindisms (rocking, shaking head, hands and feet, moving fingers in front of eyes, etc.)
5. To develop good speech habits, giving special help with speech defects.
6. To develop the habit of listening carefully.
7. To develop keen auditory discrimination.
8. To follow three or four simple directions.
9. To dramatize simple stories.
10. To develop tactual discrimination.
11. To establish good reading techniques (posture, hand and arm movement, reading without lip movement, etc.)
12. To comprehend words, phrases, and sentences in easy reading.
13. To read both orally and silently in thought units.
14. To answer fact questions on material read previously.
15. To use context clues.
16. To increase independence in attacking new words.
17. To use books effectively (titles, tables of contents, page numbers, etc.)
18. To read fluently, at touch, any of the easier selections.

NOTE:

The first year of instruction at the North Carolina School for the Blind is called "Kindergarten." Most of the children enter at the age of six. All of the children participate in reading readiness activities at the beginning of the year. A majority of them progress from reading readiness activities into a program of reading of pre-primers and primers, completing from seven to fourteen pre-primers, two to three primers before going to the first grade. A few children may advance through a series of first grade readers and be promoted to the second grade.

III. PROCEDURES AND EXPERIENCES.

A. Orientation (especially for the new teacher.)
   1. Record each child's name, age, birthday, likes and dislikes, pets, etc.
   2. Record each child's family, names of brothers and sisters, occupations of parents, church relations, residence (country or town,) etc.
   3. Tour the school campus. (These trips should be made when the persons in charge are available.)
      a. Visit dining rooms, infirmary, gymnasium, shops, heating plant, cold storage, superintendent's office, and storage quarters.
      b. Arrange a trip to the library, school museum, principal's office, auditorium, arts and crafts.
   4. Take a bus trip through the city of Raleigh, pointing out and discussing points of interest along the way.
   5. Practice moving around in the classroom independently.

B. Reading Readiness
   1. Developing motor skills.
      a. Activities to develop controlled coordination in rhythmic movements.
         (1) Games.
         (2) Dances.
      b. Activities to develop finger coordination.
         (1) Large free-hand movements.
            (a) Clay, large crayons, finger paints.
            (b) Building with large blocks, logs, boards, etc.
         (2) Finger movements.
            (a) Putting pegs in boards, stringing large and small beads.
            (b) Examining, classifying, sorting, assembling, and matching objects (educational toys.)
   2. Developing oral language.
      a. Tell about trip to school, back home, cottage life, and bus trip.
      b. Tell old and new stories.
      c. Memorize and tell nursery rhymes, poems, and finger plays.
      d. Dramatize a play or favorite story for assembly or classroom program.
      e. Play games to demonstrate each of the following terms: loud and soft, high and low, fast and slow, left and right, top and bottom, up and down, over and under, above and below, in and out.
      f. Identify rhyming words in Mother Goose rhymes and other poems.
      g. Use speech and story tapes in library.

3. Developing perception skills.
   a. Developing tactual discrimination.
      (visual discrimination when possible.)
      (1) Use concrete objects (blocks, knives, forks, spoons, cars, boats, and various toys,) felt and sandpaper designs pasted to paper, and Braille dots.
      (2) Distinguish between different textures (fuzzy yarn, smooth glass, soft fur, rubber, different grades of sandpaper, etc.)
      (3) Distinguish between square, circle, and triangle through the use of balls, boxes, coins, etc.
      (4) Distinguish between likenesses and differences.
         (a) Compare two like or two unlike objects.
         (b) Choose two similar objects in a group of four.
         (c) Show an object. Find one among four different objects like the one shown.
         (d) Find one of four objects unlike the others.
      (5) Make tracks of Braille dots across page and teach child to follow the line with the index finger, moving over the dots lightly from the left side to the right. He must not stop to examine each dot.
      (6) Make groups of dots to teach likenesses and differences. Follow same procedure used with others.
      (7) Use TOUCH AND TELL books if available.
   b. Developing auditory discrimination.
      (1) Listening to different sounds.
         (a) High and low.
         (b) Fast and slow.
         (c) Near and far.
         (d) Guessing voices of classmates.
      (2) Listening to find out facts and to answer questions.
      (3) Listening to follow directions.
         (a) To carry out actitivies and responsibilities in the classroom.
         (b) To be able to go to cottage, auditorium, gymnasium, principal's and superintendent's offices, infirmary, music department, and student store.
         (c) To play games involving listening and following directions such as "Simon Says."
   c. Developing concepts.
      (1) Have children put an object on, under, in, beside, below, above, behind, and over a box.
      (2) Have children walk slowly, fast, quietly, noisily, quickly.
      (3) Practice finding top and bottom of books and also the middle and side or edge.
      (4) Determine which is playground equipment: slide, sandbox, comb.
      (5) Determine which are clothes: dress, boat, shoes.

C. Pre-primer Reading.
1. Develop a good oral vocabulary foundation before beginning to read.
2. Develop correct hand position and movement.
    a. Feel the whole word together, not just the beginning.
    b. Move from left to right.
    c. Avoid up and down movements of the reading finger.
3. Teach basic Braille vocabulary using words and phrase cards, short sentences, and chart stories. (The student should have a knowledge of fifteen to twenty words before beginning to read in a pre-primer.)
    a. Provide individual word cards or word study sheets.
    b. Check daily progress through the use of chart stories in which all the words that have been studied are used.
4. Introduce book and characters.
    a. Teach proper care of books.
    b. Locate title page, index, and page numbers.
    c. Show how to turn pages.
5. Follow the teacher's manual with whatever variation is necessary.
6. Introduce new words through the use of toys, stuffed animals, dolls, cars, and boats.
7. Describe the accompanying pictures and let children with vision look at them.
8. Have children read stories orally in the beginning. As they progress, read one or two lines silently to find answers to questions. When they know and understand enough words, have them read a unit of sentences for the main throught. Teach the children to use context clues.
9. Dramatize the stories.
10. Listen to and learn songs and poems about the stories.
11. Use word and phrase matching cards. (Write a word such as Dick, on an envelope. Have the child insert all the cards into the envelope with the word Dick on them.)
12. Use work sheets.
    a. Find and mark a specified word, such as <u>run</u>, which is found in a group of words.
    b. Mark the word on each line that is different.
    c. Mark all the color words written on a sheet.
    d. Mark all the number words on a sheet.
    e. Answer simple questions by marking yes or no. (i.e., Is Sally little? .... yes .... no.)
13. Read supplementary materials made available by the Printing House and those made by the teacher.
14. Continue work sheets and word drills when necessary.
15. Read at least seven pre-primers.

D. Primer reading.
1. Continue the procedure used in the pre-primer program.
2. Develop silent reading to the point where the child can read an entire story silently with understanding.
3. Continue word attack skills.
4. Read at least two primers.

IV. MATERIALS NEEDED.

A. Basal and supplementary readers (PP: 7-14 sets; P: 1-3 sets.)
   1. Pre-primers.
      a. Row. Skip Along, Under the Sky, Open the Door, High on a Hill.
      b. Scott. The New We Look and See, The New We Work and Play, The New We Come and Go.
      c. Ginn. Come with Us, My Little Red Story Book, My Little Green Story Book, My Little Blue Story Book.
      d. Lyons. Three of Us, Play with Us, Fun with Us, Ride with Us.
      e. Heath. Ned and Nancy, Bigger and Bigger, Little Lost Dog, Molly, Pete, and Ginger.
      f. Houghton. Tip, Tip and Mitten, The Big Show.
      g. Scott. Sally, Dick and Jane, Fun with Our Family, Fun Wherever We Are.
   2. Primers.
      a. Row. The New Day In and Day Out, The New Wishing Well, Once Upon a Time.
      b. Scott. The New Fun with Dick and Jane, Guess Who?
      c. Scott. Fun with Our Friends, The New Guess Who?
      d. Ginn. Under the Apple Tree, The Little White House.
      e. Lyons. Many Surprises.
      f. Heath. A Home for Sandy, Rain and Shine.

B. Teaching Aids.
   1. Library Materials.
      a. Dictionary, desk copy.
      b. Encyclopedia.
      c. Books for the teacher.
      d. Models, specimens, objects, etc.
      e. Tapes.
      f. Films.
      g. Records.
      h. Talking books.
   2. Special classroom supplies and equipment.
      a. Pictures.
      b. Charts.
      c. Modeling clay and play dough.
      d. Puzzles (wood and cardboard.)
      e. Flannel board with flannel pictures and designs.
      f. Crayons, paper, pencils, and scissors.
      g. Pegs, peg boards, beads for stringing and snapping together.
      h. Small toys (cars, trucks, boats, trains, telephone, fire engine, jack-in-the box, building blocks, balls.)
      i. Constructo sets.
      j. Shoes for lacing.
      k. Playhouse with furniture.
      l. Housekeeping toys (doll carriage, dolls, stove, dishes, table, chairs, etc.)
      m. Easel, paint, and paint brushes.
      n. Woodworking bench with hammer, nails, saw, vise, empty thread spools.

  o. Stuffed animals and musical toys.
  p. Tricycles, rocking boats, tractors.

3. Other Resources.
  a. Guide books and manuals.
  b. Braille word and phrase cards.

FIRST GRADE READING

I. OBJECTIVES OF THE PUBLIC SCHOOLS.

A. General Objectives.
(See Kindergarten Readiness and Reading)

B. Specific Objectives.

1. Effective eye movements.
2. Increased rate of reading.
3. Increased independence in attacking new words.
4. Reading for the complete thought.
5. Reading independently, for pleasure.
6. Enjoying illustrations.
7. Reading both orally and silently in thought units.
8. Reading aloud clearly and naturally.
9. Reading without finger pointing or lip movement.
10. Comprehending words, phrases, sentences in easy material.
11. Answering fact questions on material in readers.
12. Following three or four simple directions in sequence.
13. Using context and picture clues.
14. Illustrating or dramatizing simple stories.
15. Reading fluently, at sight, any of the easier selections.
16. Using books and other printed materials efficiently (title, table of contents, page numbers, holding books correctly in relation to light, eyes, posture.)

II. OBJECTIVES OF THE SCHOOL FOR THE BLIND.

A. General Objectives.

Same as for public school, except number six.
To develop the ability to read and interpret, with comprehension, all reading materials and symbols on the first grade level.

B. Specific Objectives.

1. To develop careful handling of Braille books.
2. To develop habits of reading for discovering.
3. To acquire the ability to read and understand printed directions.
4. To develop a vocabulary adequate for reading, with comprehension, primers and first readers.
5. To develop skills and habits for finding materials when they are needed.
6. To encourage the habit of reading for recreational purposes.
7. To increase the rate of reading.
8. To develop good hand and finger movement.
9. To read both orally and silently in thought units.
10. To read without lip movement.
11. To illustrate or dramatize simple stories.
12. To know Braille word contractions and part word signs used in first grade work.
13. To follow three or four simple directions.
14. To use context clues.
15. To develop independence in attacking new words.
16. To read fluently at sight any of the easier selections.
17. To develop skills in finding titles, tables of contents, page numbers, etc.
18. To know phonics:
    a. Phonetic analysis.
        (1) Single consonant in initial position.
        (2) Speech consonants in initial position, ch,sh,th,wh.
        (3) Consonant blends, sk,sn,sm,sp,etc.
    b. Structural analysis, endings s,es,d,ed,ing.
19. Achieve effective eye movement for those using large print.

III. PROCEDURES AND EXPERIENCES.

A. Grouping.
1. Provide small groups for more effective teaching and learning.
2. Group according to individual capacities and interests.
   a. The ability to tell similarities and differences.
   b. The ability to match words, objects, symbols, letters, etc.
3. Keep flexible to allow changes as the need arises.
4. Work with individual readers who are very slow.

B. Work type reading.
1. Reading to find what happens.
2. Finding specific answers.
3. Finding sentences that describe, illustrate, etc.
4. Making simple comparisons of yesterday and today.
5. Telling how the story will end.
6. Using sentences to rebuild charts.
7. Finding rhyming words.
8. Choosing right answers to simple questions on materials read.

C. Oral reading.
1. Reading for the class to enjoy the story.
2. Verifying facts.
3. Promoting attentive listening.
4. Reading clearly in thought units.
5. Cultivating pleasing voice and good posture.
6. Telling stories.
7. Dramatizing stories.
8. Noticing new signs and labels.

D. Listening for appreciation.
1. Simple poetry.
2. Choral reading.
3. Records.
4. Original stories.
5. Stories of famous people, places, and things.

E. Leisure time reading.
1. Reading several well chosen books of simple, easy stories.
2. Reading simple animal stories.

F. Improving techniques of word recognition.
1. Continuing to increase sight word vocabulary.
2. Developing the ability to recognize words independently.
3. Hearing and recognizing rhyming words.
4. Analyzing phonetically.
   a. Single consonants at beginning of word.
   b. Speech consonants, <u>ch</u>,<u>sh</u>,<u>th</u>,<u>wh</u>, at beginning of words.
   c. Consonant blends, <u>st</u>,<u>pl</u>,<u>br</u>,<u>tw</u>, etc., at the beginning of words.

F. Improving techniques of word recognition, continued.
   5. Analyzing word structure.
      a. Endings -- s,ed,ing, etc.
      b. Length and shape of words.
   6. Identifying context clues.
   7. Encouraging correct pronunciation of words.
   8. Checking thoroughly for word comprehension from exercises found in the teacher's guide book.
   9. Dramatizing the story read with special emphasis on words used in the story.
   10. Giving special attention to words used in describing or talking about pictures.
   11. Developing an awareness of words used in children's discussions and experiences.
   12. Recognizing root words.
   13. Noting little words in big words.
   14. Finding words that mean the same thing (little, small) and words with opposite meaning (up,down, good,bad.)
   15. Recognizing auditory clues--"does it sound right?"

G. Vocabulary building.
   1. Giving different names for the same thing.
   2. Making new words from root words to which ed or ing have been added.
   3. Telling how something would feel or smell.
   4. Making up stories using new words.
   5. Using new words in sentences.
   6. Keeping list of new words.

H. Increasing rate of speed.
   1. Explain pictures and titles in ink print textbooks.
   2. Observe changes in reading interests and increased ease of reading.
   3. Check the number of words read in a given time against the same experience last month.
   4. Use constant repetition in reading phrases and thought units.

I. Improving techniques of Braille reading.
   1. Encourage the handling of Braille books with care and clean hands.
   2. Develop muscular coordination by stringing beads, using peg boards, scissors, constructo sets, and other hand activities.
   3. Discourage sing-song reading in small children.
   4. Find numbered pages.
   5. Teach signs and contractions.
   6. Use supplementary materials made by the teacher.

J. Mechanics of Braille Reading.

1. Read from left to right.
2. Develop good hand position, reading finger slightly slanted, and let wrist rest flat on the book.
3. Keep hands moving smoothly across the page.
4. Insist that the child use both hands unless child shows decided preference for using one hand.
5. Discourage rubbing on one word or contraction.
6. Insist on good sitting position, both feet flat on the floor.
7. Read mainly with right index finger, using second and third finger as guides.
8. Adjust chair to child's comfort.
9. Find next line with left index finger.
10. Discourage lip movements when reading silently.

IV. MATERIALS NEEDED.

A. Basal and Supplementary Readers (Primers: 1-3 sets; 1st Rdr. 3-6 sets.)

1. Primers.
   a. Row. The New Day In and Day Out, The New Wishing Well, Once Upon a Time.
   b. Scott. The New Fun with Dick and Jane, Guess Who?
   c. Scott. Fun with Our Friends, The New Guess Who?
   d. Ginn. Under the Apple Tree, The Little White House.
   e. Lyons. Many Surprises.
   f. Heath. A Home for Sandy, Rain and Shine.
   g.
2. First readers.
   a. Row. The New Round About, The New Anything Can Happen, I Know a Story.
   b. Scott. We Three, The New Our New Friends, More Fun with Our Friends, Being Six.
   c. Ginn. Open the Gate, Health and Happy Days, On Cherry Street.
   d. Heath. Something Different, Farm and City.
   e. Scribner. Wonderworld of Science, Book 1.
   f. Houghton. Jack and Janet, Up and Away.
   g. American. Open Windows.
   h. Laidlaw. My First Health Book.
   i. Lyons. Happy Times.
   j.

B. Teaching Aids.

1. Library materials.
   a. Dictionary, desk copy.
   b. Encyclopedia.
   c. Books for the teacher.
   d. Models, specimens, objects, etc.
   e. Tapes.
   f. Films.
   g. Records.
   h. Talking books.
   i.
2. Special classroom supplies and equipment.
   a. Furnished playhouse and a doll family.
   b. Beads and strings.
   c. Pegs and peg boards.
   d. Scissors and paper.
   e. Varied collection of toys.
   f. Modeling clay.
   g. Variety of SIFO wooden puzzles.
   h. Building blocks.
   i. A Constructo set.
   j. Phonetic games.
   k. Flannel board with variety of cut-outs.
   l. Three dimensional farm and circus animals.
   m. Braille phrase cards and charts.
   n.
3. Other resources.
   a. Guide books and manuals
   b.
   c.

SECOND GRADE READING

I. OBJECTIVES OF THE PUBLIC SCHOOLS.

A. General Objectives.
(See Kindergarten Readiness and Reading.)

B. Specific Objectives.

1. To show increased ability to read silently easy material, such as finding answers to specific questions.
2. To develop more skill in reading larger groups of words at one eye sweep.
3. To develop further good habits and skills of reading without lip movements, finger movements, and regressive movements.
4. To use the table of contents intelligently.
5. To make use of reading in connection with the day's activities by reading directions, notices, daily news.
6. To read independently very simple material relating to individual or group problems or activities.
7. To get thought and story continuity for reliving and reproducing the thought by telling the most interesting part or the funniest part, or by dramatizing a part.
8. To read orally "thought-groups" of words or phrases so that others will enjoy the selection.
9. To read independently easy material of first and second grade level for increased enjoyment of books.
10. To listen attentively to audience reading either by the teacher or another pupil.
11. To become familiar with simple library usage, such as how to handle books, how to use tables of contents and simple indexes in readers, and how to find easy books on the library shelves.
12. To discover and learn new words by:
    a. Ways suggested in the First Grade.
    b. Looking at the illustrations.
    c. Reading the rest of the sentence.
    d. Seeing known parts of new words.
    e. Phonetic analysis.

II. OBJECTIVES OF THE SCHOOL FOR THE BLIND.

A. General Objectives.

1. Same as for the public schools except in number six. Add the words "Finger and Hand" to the word "Eye."
2. To develop a good attitude and interest in reading.

B. Specific Objectives.

1. Same as for the public schools.
2. To teach Braille signs and contractions needed at the second grade level.
3. To develop correct Braille reading habits and techniques.
4. To develop the ability to choose the most pertinent idea from a group of related ideas.
5. To foster a love for books.
6. To help the pupil develop poise and self-confidence in reading Braille.
7. To contribute to a child's total adjustment through the development of a sense of personal security gained through success in reading.

III. PROCEDURES AND EXPERIENCES.

A. Classroom Environment.

1. Arrange all physical equipment so that children may be spared the ordeal of running into open doors, tables, and chairs in the classroom.
2. Display in an orderly manner all pertinent materials on the bulletin board for the partially sighted children.
3. Have an orderly arrangement of Braille and print books for easy reference.
4. Keep a room temperature that will be conducive to good working habits.

B. Grouping and Organization.

1. Determine reading ability of each child by
   a. Individual reading from basal text.
   b. Study of individual records if problems arise.
   c. Conferences with previous teachers in special cases.
   d. Standardized and informal tests.
2. Based on childs needs, abilities, interests, and speed.
3. Avoid having more than three groups, if possible.
4. Solve problems by working with each child individually.
5. Change individual children from one group to another as the need arises.

C. Improving Techniques of Braille Reading.

1. Have constant review of signs and contractions.
2. Re-teach signs and contractions on kindergarten and first grade level.
3. Teach new signs and contractions as they appear in new reading material.
4. Give frequent oral and written review exercises.
5. Play games, if available, that will review signs.

D. Improving the Mechanics of Braille Reading.

1. Use correct arm and elbow movements.
2. Use two hands.
3. Get to the next line without losing the place and without skipping a line.
4. Avoid "up" and "down" movements.
5. Insist upon good posture at all times.
6. Avoid unnatural movements of arms, hands, lips; and other reading mannerisms.

E. Silent Reading.

1. Comprehension.
    a. Read silently before reading orally.
    b. Refrain from vocalizing (mumbling) and lip reading.
    c. Follow directions, "How do you get from my cottage to yours?", selecting details and answering questions.
    d. Give material that is not too difficult.
    e. Evaluate ideas and see relationships.
    f. Observe unfamiliar words in independent reading.
    g. Develop a feeling of sentence sense.
    h. Find the answer to a list of factual and judgment questions. Make them hard. (Questions should be prepared and discussed before reading is done.)
    i. Promote the ability to tell a story using correct sequence of events.
    j. Find sentences to prove whether statements are true or false.
    k. Provide practice in dramatization.
    l. Read to find phrases that answer WHAT, HOW, WHERE, WHEN, WHY questions.
    m. Develop the ability to predict the outcome of a story.
    n. Develop the ability to remember what is read and to get the meaning of a word through context.
    o. Form generalizations after factual information.
    p. Interpret metaphors and other figures of speech. (Example: John, you are a pig; please do not eat so fast. Lead the group to understand that John is not a pig, but that he is eating like one.)
    q. Give multiple choice exercises as an aid to comprehension.
    r. Reading and listening are based on words and concepts. These concepts must be developed before reading. The blind child needs to have many real experiences to help develop concepts. It is important to have tactual objects available. Field trips to see trains, machinery, animals, fruits, vegetables, etc. are excellent means of giving these concepts.
2. Work-type.
    a. Skim to locate words and simple information.
    b. Develop the ability to find the main idea of a paragraph.
    c. Use simple exercises to help the child read a paragraph to decide which of three groups of words best tell what the paragraph is about.
    d. Develop the ability to re-read the paragraph to get the details supporting the topic.
    e. Develop the ability to find a sentence in a paragraph which does not relate to the subject.
    f. Read <u>My Weekly Reader</u> to provide material for group discussions, etc.

F. Word Meaning.
1. Develop the ability to find words that are spelled differently and have different meanings but have the same pronunciation. Example: Meat, meet, weak, week, bare, bear.
2. Develop the ability to arrange short lists of words alphabetically according to first letter only.
3. Continue building meaningful associations with words through:
   a. Contrast and comprehension.
   b. Classification.
   c. Oral and context clues.
   d. Dramatic play.
   e. Pictorial clues, if enough sight is available; if not, the teacher may explain the picture.
4. Develop an understanding that some words have more than one meaning, and develop skill in selecting the correct meaning to fit the specific context.
5. Increase speaking and listening vocabularies through enriched language experiences.
6. Provide tactile experiences with many objects to clarify word meaning for the blind child. Respect the blind child's descriptive words; this will discourage verbalism.
7. Provide pictures in finding words with the same, or almost the same, and words of opposite meaning.

G. Oral Reading.
1. Develop the ability to modulate the voice.
2. Develop the ability to read clearly and in thought units rather than by individual words.
3. Use aids independently in recognizing unknown words.
4. Recognize and interpret the period and question mark.
5. Promote good reading which helps children tighten hold on reality.
6. Develop appropriate phrasing and rhythm.
7. Promote a quality of voice that will show the author's and the reader's interpretation.
   a. Pitch (high or low.)
   b. Force (loud or soft.)
   c. Rate (fast or slow.)
8. Provide for much oral reading.
   a. For the enjoyment of reader and audience.
   b. To give information (announcements, directions, introductions.)
9. Encourage choral reading experiences.
10. Re-read orally to strengthen study skills in helping to:
    a. Discover the main idea.
    b. Check story sequence.
    c. Recall specific details.
11. Develop correct pronunciation and enunciation.

12. Develop the ability to recognize and use correctly the common punctuation marks.

H. Reading for Recreation and Pleasure.

1. The first book should be entirely new and on the same level of difficulty as the one last used by the child.
2. Foster interest in reading in many fields.
3. Try to develop a permanent interest in good literature. Help them to love reading in good taste.
4. Present literature with a wide range of subjects (Myths, fairy tales, simple legends, fables, folk tales, poetry, easy fiction, nonsense verse, travel, science, biography, etc.)
5. Read books that will provide a wide range of moods. (Humorous, nonsense, courage, etc.)
6. Provide material that is difficult enough for the best reader and easy enough for the poorest reader.
7. Provide an opportunity for students to read favorite stories to other students (read to first grade and third grade groups.)
8. Read good stories about boys and girls in other lands.
9. Introduce books that tell about animals, birds, and nature.
10. Present problems which pupils will be delighted to solve through independent reading.
11. Read something lovely to children every day. They learn from experience.

I. Improving Word Attack Skills.

1. Phonetic analysis.
   a. The ability to know and use single consonant sounds, blends, and the special two-letter consonant symbols such as <u>sh</u>, <u>ch</u>, <u>th</u>, <u>wh</u>, <u>ing</u>.
   b. The ability to use word form clues and initial and final consonant substitution to attack unfamiliar words.
   c. The ability to mark long and short vowel sounds and vowel sounds controlled by <u>r</u>, <u>l</u>, <u>w</u>, (car, her, fir, saw, salt.)
   d. The ability to use vowel substitutions. Example: hat, hot, cat, cot, bug, bag, leg, lag, etc.
   e. The ability to understand the structure of words. (When two vowels come together the first vowel is usually long and the second is silent.)
   f. The ability to recognize compound words and their known parts. Be able to find little words in big words. Example: Know, father, mother, etc.

2. Structural analysis.
   a. The ability to recognize root words, inflectional endings, suffixes, prefixes, and attacking compound words.
      (1) Review inflectional endings of the first grade: s, 's, ing, and ed.
      (2) Teaching new suffixes in the second grade. Example: ful, er, est, en, y, by, and the prefix "un."
   b. The ability to use the apostrophe correctly.
   c. The ability to arrange words in alphabetical order.

J. Library Techniques.
   1. How to use books.
      a. Have clean hands.
      b. Open books correctly.
      c. Turn pages correctly.
   2. Library manners.
      a. Take turns.
      b. Refrain from talking, whispering, or squirming in chair.
      c. Use PLEASE and THANK YOU to librarian.
      d. Report any damage to books.
      e. Return books free of all markings.
      f. Return books on time.
      g. Enter and leave the library quietly.

IV. MATERIALS NEEDED.

A. Basal and Supplementary Readers (6-12 sets.)
1. Row. The New Down the River Road, The New Friendly Village, The New Neighbors on the Hill, It Happened One Day.
2. Scott. What Next?, The New Friends and Neighbors, The New More Friends and Neighbors, Seven or So.
3. Ginn. Open the Gate, We Are Neighbors, Around the Corner, Health in Work and Play, Science Around You, Stories About Sally.
4. Lyons. Down Our Way, Just for Fun.
5. Heath. Lost and Found, Secrets and Surprises, Animals, Plants and Machines.
6. Scribner. Wonderworld of Science, Bk. 2.
7. Houghton. Come Along, On We Go.
8. American. Open Doors.
9. Laidlaw. My Second Health Book.
10.

B. Magazines.
1. My Weekly Reader.
2.

C. Teaching Aids.
1. Library materials.
a. Dictionary, desk copy.
b. Encyclopedia.
c. Books for the teacher.
d. Models, specimens, objects, etc.
e. Tapes.
f. Films.
g. Records.
h. Talking books.
i.
2. Special classroom supplies and equipment.
a. Pictures.
b. Charts.
c. Modeling clay.
d. Puzzles.
e. Crayons, paper, scissors, paste.
f. Construction blocks.
g. Paper bags, pipe cleaners, thread spools.
h. Play equipment that can be used in the classroom.
i.
3. Other resources.
a. Guide books and manuals.
b.
c.

THIRD GRADE READING

I. OBJECTIVES OF THE PUBLIC SCHOOLS.

A. General Objectives.
(See Kindergarten Readiness and Reading).

B. Specific Objectives.

1. To use greater initiative and power in attacking new words, working toward independence in word analysis and word recognition.
2. To read orally with ease and expression and with proper speed to hold interest.
3. To establish the habit of using books as a means of diversion or recreation and as a help in solving problems and extending information.
4. To read basal texts for the third grade and many easy supplementary readers and library books on second and third grade levels.
5. To develop the desire to improve performance in oral and silent reading and the ability to evaluate one's own progress.
6. To improve the speed and comprehension of silent reading.
7. To broaden reading interests and increase the daily use of supplementary and library materials.
8. To enjoy sharing choice selections of literature with others.

II. OBJECTIVES OF THE SCHOOL FOR THE BLIND.

A. General Objectives.

1. The same as for the public schools except in number six. Add the words "good hand and finger movements" to "eye movements."
2. The improvement of speed and comprehension of silent reading and the artistic quality of oral reading.
3. The development of skills, good reading habits, attitudes, and an appreciation for good reading.

B. Specific Objectives.

1. To review to make sure of certain Braille signs and combinations: gh, ou, ing, ance, etc.
2. To be able to correlate hand work, dramatics, songs, programs, and trips when the interest of the children would seem to be furthered by them.
3. To emphasize proper techniques of good Braille reading.
4. To continue the development of skills for proper handling of books.
5. To eliminate undesirable reading habits such as poor posture, lip movements in silent reading, verbalisms, blindisms, and vocalizations.
6. To continue the development of independent work habits, with special emphasis on the ability to study alone.
7. To improve desirable listening habits.
8. To begin studying the dictionary (American Vest Pocket Dictionary - Braille.)

III. PROCEDURES AND EXPERIENCES.

A. Groupings.

1. Base on abilities and interests.
2. Use easy reading materials for rate and comprehension.
3. Use formal and informal tests to determine each child's interest and ability level.
4. Use progress reports from previous year with whatever explanations are necessary from previous teacher.
5. Use flexible grouping, since the child will move as he achieves desired levels.

B. Work-type reading.

1. Organizing and summarizing the main ideas and events of a story.
2. Giving the central thought in a paragraph by reading first and last sentence in the paragraph.
3. Following written directions.
4. Skimming to find details.
5. Sensing time and place relationships.
6. Recognizing emotional reactions in characters.
7. Predicting outcomes. (What do you think will happen?)
8. Making judgments and drawing conclusions.
9. Locating information quickly and accurately by giving questions and having child re-read for answers.
10. Describing orally characters and events.
11. Using table of contents frequently.
12. Arranging events in sequence.
13. Re-reading the story to:
    a. Find answers to specific questions.
    b. Find specific details.
    c. Determine action and speech of characters.
    d. Dramatize the story by assigning parts the day before, or by having some read while others act.
    e. Tell parts of the story.
14. Having the children ask questions and then showing them how questions can be answered by consulting books.

C. Using the dictionary.

1. To alphabetize words by 1st, 2nd, and 3rd letters.
2. To learn pronunciation.
3. To find more than one meaning of a word, spell out the word, and divide it into syllables.
4. To find synonyms, homonyms, antonyms, and heteronyms.
5. To show syllable accent.
6. To show long and short vowel sounds.
7. To locate emphasized syllable.

D. Oral Reading.
   1. To entertain others.
   2. To give information.
   3. To develop better diction.
   4. To build self confidence.
   5. To dramatize.
   6. To recognize auditory perception of sounds.

E. Functional Reading.
   1. Reading of Braille charts.
   2. Plans for programs and parties written in Braille.
   3. Bulletin board announcements in Braille.
   4. Directions for assignment of duties.
   5. Labels.
      a. On articles made by children.
      b. On exhibits in classroom.
      c. On shelves or cupboards for supplies and titles of Braille books.
      d. On toys and records.
   6. Booklets.
      a. Original stories.
      b. Poems created by children.
      c. Individual records of books read.
      d. Vacation booklets.
   7. Directions.
      a. For use of crayons, paints, easel, scissors, paste.
      b. For use of games, puzzles, and other toys.
      c. For measuring.
      d. For special duties.
   8. Lists.
      a. Books children can get from the library on their reading level.
      b. Things to do during free time.
      c. Things to do during work periods.
   9. Stories and poems.
      a. Stories about important events, flowers, birds, trees, pets, weather, months of the year, etc.
      b. Original stories.
      c. Original poems.
      d. Stories for the school paper.
   10. Reading other grade content material such as social studies, health, science, arithmetic, etc.

F. Reading for enjoyment and recreation.
   1. To enjoy humorous stories.
   2. To enjoy tall tales, fables, jokes, fairy tales.
   3. To enjoy stories about subjects of special interest.
      a. Riddles.
      b. Poems.
      c. Shaggy dog stories.
   4. To read materials on the children's reading level selected by the children with the teacher's help.

5. To give opportunities for children to tell about books they have read.
6. To listen to recordings of choice selections.
7. To select books from the library and book shelf in the classroom.

G. Listening for appreciation.
1. To develop powers of concentration.
2. To develop the ability to discriminate fact from fiction.
3. To use material which makes a familiar and easy appeal.
4. To use some books above children's reading level for better readers.
5. To make use of poetry and holiday stories.
6. To select stories of adventure, travel, nature, make-believe, etc.

H. Improving word recognition techniques.
1. To develop accurate recognition of the sight words presented in the basic vocabularies of the readers.
2. To develop auditory consciousness so the child will hear words more clearly.
3. To use objects and pictures that make words more meaningful.
4. To establish the habit of using context clues along with other skills as an aid to word recognition.
5. To dramatize for clarification of words.
6. To increase the ability to recognize the phonetic and structural properties of words as an aid to recognition.
7. To strengthen the power of independent word attack by recognizing change in form and meaning of root words.
8. To develop the ability to recognize new compound and hyphenated words made up partly of known words. (Example: dugout, mudfilled.)
9. To develop the ability to recognize differences in word structure. (Example: tooth, teeth.)
10. To understand contractions and possessives.
11. To make words by adding prefixes and suffixes to known words.
12. To develop an understanding of principles governing vowel differences.

I. Vocabulary building.
1. Define new words.
2. Give several meanings for one word.
3. Interpret story pictures (teachers and those with vision.)
4. Tell how something would move, sound, touch, smell, feel. (Use real objects when possible. Example: snow, dog, onions, owl.)
5. Use root words to make new words and give meanings.
6. Make a new word of two known words. (Example: some-what, cow-catcher, dog-bite, skin-flint, flint-corn.)

7. Find antonyms. (Example: white-black, good-bad, go-come, bring-take, etc.)
8. Learn to identify homonyms. (Example: bear-bare, hair-hare, rain-reign, etc.)
9. Learn to identify heteronyms. (Example: lead (conduct) lead (a metal), ounce (measure) ounce (cat).

J. Improving techniques of Braille reading.
1. To develop good handling of Braille books.
2. To have constant drill on word signs, contractions, and word forms.
3. To have oral and written drills on signs and contractions that present difficulties.
4. To insist that both hands be used in reading Braille.
5. To strive for smooth arm and hand movements.
6. To demand good posture at all times.
7. To stress the correct pronunciation of words in oral Braille reading.
8. To avoid up and down, back and forth movements.

K. Reading habits.
1. To strengthen the habit of reading independently for pleasure.
2. To develop the habit of thinking critically about different types of reading materials.
3. To strengthen the habit of reading with concentration for increasingly longer periods of time. (Read for special things.)
4. To develop the habit of using tables of contents.
5. To encourage use of the school library for information and enjoyment.
6. To increase the use of books to stimulate creative activity.
7. To foster a love for, and interest in, books, keep many books in the room, read to children often, and have library periods often.
8. To skim for specific details.
9. To recognize words with similar and opposite meanings.
10. To develop the habit of good phrasing rather than "word calling" in oral reading.
11. To avoid lip reading or lip movement when reading silently.

1. Phonetic analysis skills.
1. Learning consonant blends and diagraphs.
2. Learning names and sounds of vowels, long and short.
3. Attack unfamiliar words through phonetic clues.
4. Learn and recognize the hard and soft sounds of "c."

M. Structural analysis and syllabication.
  1. Alphabetizing to see words in relation to their place in the alphabet.
  2. Recognizing the addition of ed and ing in verbs.
  3. Recognizing the double consonant before ed and ing.
  4. Knowing the two uses of the apostrophe.
  5. Recognizing the comparative and superlative forms of adjectives.
  6. Recognizing words in which y is changed to i before es and ed.
  7. Recognizing syllables in words.
  8. Recognizing the use of hyphenated words.

N. Related language experiences.
  1. Creative writing of rhymes, stories, reports, and letters.
  2. Dramatization, using the story as a play.
  3. Story-telling, retelling the story in sequence.
  4. Listening to poems, stories, ballads read by the teacher and talking books.
  5. Discussing stories read.
  6. Choral speaking, learning, reciting, and pantomining poems.
  7. Research, finding outside materials that relate to the story.
  8. Reading of stories from other sources than texts.
  9. Planning of parties, games, excursions, programs.
  10. Making of charts, pictures for maps, paper-mache creations, puzzles, and bulletin boards.
  11. Conducting club meetings.

IV. MATERIALS NEEDED.

A. Basal and Supplementary Readers (5-10 sets.)

1. Row. The New Through the Green Gate, The New If I Were Going, The New Five-and-a-Half Club, After the Sun Sets.
2. Scott. Tall Tales, The New Streets and Roads, The New More Streets and Roads, Just Imagine?, From Eight to Nine.
3. Ginn. Fun and Facny, Health and Safety for You, Science Everywhere, Your Town and Mine, Finding New Neighbors, Friends Far and Near.
4. Lyons. Stories from Everywhere, Once Upon a Storytime.
5. Heath. Fun and Frolic, Do and Dare, Our Country.
6. Scribner. Wonderworld of Science, Bk. 3.
7. Rand. Around the Home.
8. Houghton. Looking Ahead, Climbing Higher.
9. American. Open Roads.
10. Laidlaw. Easy Steps to Health.
11.

B. Magazines.

1. My Weekly Reader.
2. Wee Wisdom.
3. Jack and Jill.
4.

C. Teaching Aids.

1. Library materials.
   a. Dictionary, desk copy.
   b. Dictionaries for students.
   c. Encyclopedia.
   d. Books for the teacher.
   e. Models, specimens, objects, etc.
   f. Tapes.
   g. Films.
   h. Records.
   i. Talking books.
   j.
2. Special classroom supplies and equipment.
   a. Pictures.
   b. Charts, Braille and print.
   c. Posters.
   d. Maps and globe.
   e. Modeling clay.
   f. Crayons, scissors, paper.
   g. Flash cards.
   h.
3. Other resources.
   a. Visitors.
   b. Field trips.
   c. Guide books and manuals.
   d.

FOURTH GRADE READING

I. OBJECTIVES OF THE PUBLIC SCHOOLS.

A. General Objectives (Upper Elementary Grades).
1. To provide a wealth of experience through reading widely in various fields of activity.
2. To develop desirable attitudes in reading, and to establish the habit of reading regularly for recreation and pleasure.
3. To increase vocabulary. This includes rapid growth in recognition and meaning vocabulary.
4. To improve mechanics of reading, including speech improvement.
5. To apply techniques appropriate to the reader's purposes.

B. Specific Objectives.
The fourth year should be characterized by rapid progress in fundamental attitudes, habits and skills, and appreciations. Pupils should be expected to make this rapid progress if they are given repeated experiences which are planned to accomplish the following:
1. Increase interest in reading through a variety of rich reading experiences--the reading of the world's greatest stories for children, stories about children in other times and places, stories about great inventors and explorers, informational material in the different curricular fields.
2. Develop the habit of using available reading materials in the school, library, and home.
3. Develop a thoughtful reading attitude through reading for different purposes such as verifying statements, looking for the important points in materials, drawing conclusions from one's reading, relating newly acquired information to past experiences. (All of these are study skills which should be mastered by all regular fourth year pupils.)
4. Increase power in certain reading skills which will be needed as the student reads widely, such as the use of the table of contents, and the index to locate materials.

5. Develop increasing power in the basic reading skills:
    a. Independent recognition of words through context clues and word analysis.
    b. Wider span of recognition in both silent and oral reading.
    c. Comprehension of larger passages as they are read.
    d. Expansion of vocabulary meanings.
6. Improve the efficiency of silent reading by increasing the rate of reading with an accompanying accuracy of comprehension. This should be done gradually and with assurance of progress from day to day.
7. Develop desirable standards as involved in good oral reading, both as reader and listener.
8. Cultivate desirable habits in the use and care of books and other materials used in reading.

II. OBJECTIVES OF THE SCHOOL FOR THE BLIND.

A. General Objectives.

To help each child acquire word-learning and language skills needed for independent reading in all areas of the fourth grade curriculum.

B. Specific Objectives.

1. To stimulate each child in developing specific reading skills in all areas of his reading.
2. To develop the ability to differentiate similar meaningful sounds.
3. To challenge the child's whole mind.
4. To do a good job of guided reading each day with the hope that it will contribute to the child's total educational growth.
5. To develop the ability to reproduce vocally meaningful sounds.
6. To satisfy the needs of the child by encouraging him to read ahead.
7. To make use of reading as a means of extending and enriching experiences.
8. To acquire a broad vocabulary through a reading program.
9. To learn the difference between Braille opposites such as: e and i, d and f, h and j, and Braille words, of and with.
10. To increase speed in reading.

III. PROCEDURES AND EXPERIENCES.

A. Grouping.

1. Keep flexible to meet individual needs.
2. Examine reading tests previously given.
3. Use former teachers' evaluation from cumulative record.
4. Note detailed analysis of various skills on reading tests. Example: standardized, My Weekly Reader and teacher's tests.
5. Have a daily period of group and individual reading in basal texts.
6. Bring together children who need work on the same skills.

B. Silent reading.

1. Dictionary study for word meaning.
2. Study word analyses, syllables, accent marks, and consonant sounds.
3. Workbook exercises prepared by the teacher.
4. Comparing and contrasting.
5. Group discussions from materials in My Weekly Reader and books.

C. Work-type reading.

1. Study table of contents and index.
2. Learn to take notes on materials read.
3. Study paragraphs to get central thought.
4. Study information given in Braille or print encyclopedia (for students in upper quartile.)
5. Find details by skimming.
6. Pick out characters, places, events, and sequences.
7. Interpret and organize two-point outline: main ideas and their sub-topics.
8. Visualize characters from clues planted in a story.

D. Use of the dictionary.

1. To develop skills that will carry over in:
   a. Good study habits.
   b. Use of many reference books.
   c. Daily use of the dictionary.
   d. Intelligent use of the glossary, charts, indexes, table of contents and title pages.
2. To study symbols, contractions, and word signs in Braille to put words in alphabetical order.
3. To look up unfamiliar words for pronunciation and spelling in glossary, pocket dictionary, and Webster's Students Dictionary.
4. To become acquainted with pronunciation symbols.
5. To use syllabication in spelling and reading.
6. To learn guide words for easier location of specific words.
7. To learn to alphabetize by first, second, and third letters of the word, by writing spelling words in such order.
8. To study synonyms, antonyms, and homonyms.

E. Oral reading.
   1. Scanning for given information.
   2. Research reading.
   3. Oral reading in other basal texts.
   4. Telling about vicarious experiences.
   5. Auditory perception of consonant sounds.
   6. Development of a good reading voice for expressive reading.

F. Functional reading.
   1. Reading related materials.
   2. Research reading.
   3. Silent and oral reading in health, geography, science, arithmetic, etc.
   4. Reading Brailled charts, maps, graphs, etc.
   5. Reading in the encyclopedia (advanced readers only.)

G. Leisure time reading.
   1. Library books brought to class by teacher and pupils.
   2. Interesting stories or news print prepared by teacher or students.
   3. Stories written in Braille or print.
   4. Poetry, fables, humorous stories, jokes, adventure, and animal stories.

H. Listening for appreciation.
   1. Some literary stories above the reading level of the group.
   2. Travel and holiday stories.
   3. Easy-to-interpret poetry.
   4. Stories read by teacher or good student readers.
   5. Talking books.
   6. Dramatization.

I. Improving word recognition techniques.
   1. Using the glossary.
   2. Studying accented syllables.
   3. Improving phonetic skills.
   4. Directing a study of suffixes and prefixes.
   5. Learning location skills by using the dictionary.
   6. Learning to select pertinent meanings.
   7. Learning pronunciation skills from the dictionary.
   8. Recognizing multiple meanings of words.
   9. Having the child to sound words ending in <u>ing</u>, <u>d</u>, and <u>t</u> and good use of long and short vowels.
   10. Studying new words in the context for correct meaning.

J. Vocabulary building.
   1. Study root words.
   2. Learn to make new words from root words by adding s, ed, ing, etc.
   3. Study the various meanings of words.
   4. Use the dictionary to get correct meanings of words.
   5. Take field trips pertaining to previous lessons.
   6. Collect pictures, film strips, and stories to be discussed by the group.
   7. Collect local expressions and figures of speech.
   8. Interpret the author's mood as he describes various experiences.

K. Increasing rate of speed.
   1. Have reading periods in which the child chooses his own reading material. The materials should be approved and acceptable.
   2. Note the number of Braille signs and contractions read in a given time.
   3. Note hand movement in reading Braille.
   4. Note tactual perception.
   5. Compare reading speed now with previous reading speed tests.
   6. Compare individual's reading speed with others in group.
   7. Note the amount of reading covered in a given period of time.

L. Improving techniques of Braille reading.
   1. Auditory perception.
      a. The ability to differentiate similar meaningful sounds.
      b. The ability to reproduce vocally meaningful sounds.
   2. Adjustment of the rate of oral reading, emphasis, and phrasing to the nature of the selection.
   3. Provision for drills on word signs and contractions.
   4. Establishment of good seating habits.
   5. Provision for an abundance of selected reading materials in Braille on the child's reading level.

M. Mechanics.
   1. Use both hands with good movements.
   2. Avoid up and down, back and forth movements.
   3. Insist on good reading posture.

IV. MATERIALS NEEDED.

A. Basal and Supplementary Readers (3-6 sets.)
   1. Row. <u>The New Singing Wheels</u>, <u>It Must Be Magic</u>.
   2. Scott. <u>The New Times and Places</u>, <u>More Times and Places</u>. <u>Discovering Our World, Book I</u>, <u>Going On Ten</u>.
   3. Ginn. <u>A Dog Named Penny</u>, <u>Becky and the Bandit</u>, <u>Roads to Everywhere</u>, <u>Growing Your Way</u>, <u>Discovering with Science</u>, <u>Seecatch</u>.
   4. Lyons. <u>Meeting New Friends</u>.
   5. Heath <u>Luck and Pluck</u>, <u>Our Country</u>.
   6. Noble. <u>Around the World</u>.
   7. Scribner. <u>Wonderwold of Science, Bk. 4</u>.
   8. Houghton. <u>High Roads</u>.
   9. Silver. <u>Wonder and Laughter</u>.
   10. American. <u>Paths to Follow</u>.
   11. Laidlaw. <u>Health Trails</u>.
   12.

B. Magazines.
   1. My Weekly Reader.
   2. Wee Wisdom.
   3. Jack and Jill.
   4.

C. Teaching Aids.
   1. Library materials.
      a. Dictionary, desk copy.
      b. Dictionaries, for students.
      c. Encyclopedia.
      d. Books for the teacher.
      e. Models, specimens, objects, etc.
      f. Tapes.
      g. Films.
      h. Records.
      i. Talking books.
      j.
   2. Special classroom supplies and equipment.
      a. Maps and globe.
      b. Charts.
      c. Pictures.
      d.
   3. Other resources.
      a. Visiting speakers.
      b. Guide books and manuals.
      c. Current events Brailled by the teacher.
      d. Field trips.
      e.

FIFTH GRADE READING

I. OBJECTIVES OF THE PUBLIC SCHOOLS.

A. General Objectives.
(See the Fourth Grade.)

B. Specific Objectives.
1. To develop the habit of using a wide variety of reading material in studying a problem or in participating in units of work.
2. To develop the ability to find needed facts independently through using many books and references, and to tie together facts from history, science, geography, and other subjects.
3. To appreciate the value of reading in the study of other subjects.
4. To read rapidly and accurately for key thoughts and begin the use of other simple techniques as forms for outlining, making summaries, etc.
5. To enjoy literature, prose and poetry; and to begin to make use of, through sharing with others, all types (current events, etc.) of reading experiences.

II. OBJECTIVES OF THE SCHOOL FOR THE BLIND.

A. General Objectives.

The objectives of the School for the Blind should be the same as for the public schools.

B. Specific Objectives.

1. To develop the ability to read and understand the meaning of words in the basal text and related materials.
2. To promote effective oral reading with emphasis on:
   a. Ease.
   b. Fluency.
   c. Good posture.
   d. Rhythm.
   e. Voice control.
   f. Details.
   g. Critical analysis.
   h. Proving a point.
3. To develop independence in identifying new Braille words through:
   a. Phonetic analysis.
   b. Structural analysis.
   c. Verbal context.
4. To encourage the use of the dictionary for:
   a. Word meaning.
   b. Pronunciation.
   c. Diacritical marks.
   d. Spelling.
   e. Synonyms.
   f. Syllables.
5. To locate and remove pupil deficiencies in:
   a. Speed.
   b. Comprehension.
   c. Braille signs and contractions.
   d. Reading technique.
   e. Interpretation (tables, charts, maps, legends, etc.)
   f. Use of parts of book.
   g. Use of indexes.
   h. Use of glossary.
   i. Taking notes.
   j. Making outlines.
   k. Care of reading materials.

III. PROCEDURES AND EXPERIENCES

A. Grouping.
   1. Testing.
      a. During the first two or three weeks of school, the teacher should do a considerable amount of testing and close observing to gather data and information on the reading status of each child in the group.
      b. Standardized tests should be used to discover the silent and oral reading ability of each child and his skill in word identification and recognition.
   2. By observing each child's silent reading and by listening carefully to his oral reading, the teacher should be able to judge the child's general silent and oral reading level, and should be able to make groupings according to abilities, interests, and capabilities.
   3. Informal talks with each child should help the teacher discover topics which will be of interest in the child's reading.
   4. By examining the school records of each child, the teacher will become acquainted with such factors as intelligence, the degree of visual limitations, auditory defects, home conditions, general health, and any other condition which might affect the child's health and work habits.

B. Providing a flexible program for these general types of reading instruction:
   1. Teaching selections in the basic readers.
   2. Providing training in reading for various purposes.
   3. Establishing independence in identifying strange words.
   4. Developing independence in coping with word meaning difficulties.
   5. Improving child's reading through skillful teaching of various school subjects.
   6. Measuring achievement.

C. Reading study skills.
   1. Sequence of story development.
   2. Locating main ideas.
   3. Classifying ideas.
   4. Following directions.
   5. Skimming.
   6. Simple outlining.
   7. Using index and table of contents.
   8. Using glossary and dictionary.
   9. Simple use of charts, graphs, maps, and diagrams.

D. Oral reading.
   1. For information.
   2. To verify facts.
   3. For dramatization.
   4. For posture improvement.
   5. For voice control.

6. To entertain.
7. Minutes of meetings, notices, and announcements.
8. To help pupils understand what voice inflections are called for by the period, comma, question mark, and exclamation point.

E. Functional reading.
   1. Social studies, health, science, and other texts.
   2. Reference materials.
   3. Legends, maps, charts, and graphs.
   4. Resource materials.

F. Use of dictionary.
   1. Different meanings of words.
   2. Pronunciation.
   3. Meaning of suffixes and prefixes.
   4. Synonyms and antonyms.
   5. New words from root words.
   6. Syllabication.
   7. Correct spelling.

G. Listening and sharing for appreciation.
   1. Poetry.
   2. Stories of special days.
   3. Stories above reading grade level.

H. Increase rate of speed.
   1. Time reading.
      a. Compare with previous record.
      b. Compare with standard fifth grade reading.
   2. Provide the child with a large amount of interesting, easy reading matter.
   3. Use special speed exercises. This should include no strange words or Braille signs.

I. Improve techniques of Braille reading.
   1. Signs and contractions.
   2. Use of games that will review desired signs.
   3. Reading materials containing an abundance of needed review of signs and contractions.
   4. Good posture.
   5. Use of two hands.
   6. Proper finger movements on words, avoiding up and down movements.

IV. MATERIALS NEEDED.

A. Basal and Supplementary Readers (2-5 sets.)
1. Row. The New Engine Whistles, They Were Brave and Bold.
2. Scott. The New Days and Deeds, More Days and Deeds, Discovering Our World, Book II, About Yourself.
3. Ginn. Seecatch, The Missing Mitt, Trails to Treasure, Keeping Healthy and Strong, Adventuring in Science.
4. Lyons. Days in Adventure.
5. Heath. Merry Hearts and Bold, Our Country.
6. Noble. Wonder Stories.
7. Scribner. Wonderworld of Science, Book 5.
8. Houghton. Sky Lines.
9. Silver. Dreaming and Daring.
10. Laidlaw. Your Health and You.
11. American. Frontiers to Explore.
12.

B. Magazines.
1. My Weekly Reader.
2. Children's Digest.
3. Jack and Jill.
4. National Geographic.
5.

C. Teaching Aids.
1. Library materials.
   a. Dictionary, desk copy.
   b. Dictionaries, for students, Braille and print.
   c. Encyclopedias, Braille and print.
   d. Books for the teacher.
   e. Models, specimens, objects, etc.
   f. Tapes.
   g. Films.
   h. Records.
   i. Talking books.
   j.
2. Special classroom supplies and equipment.
   a. Maps and globe.
   b. Pictures.
   c.
   d.
3. Other resources.
   a. Guide books and manuals.
   b. Word recognition cards.
   c. Field trips.
   d. Visitors.
   e. Teacher-constructed exercises.
   f.

SIXTH GRADE READING

I. OBJECTIVES OF THE PUBLIC SCHOOLS.

A. General Objectives.
(See the Fourth Grade.)

B. Specific Objectives.

1. To develop the habit of making reading an indispensable ally of learning by helping pupils become more and more dependent on all types of reading for their information. Practice in using the table of contents and index, the organization of materials and the like is essential.
2. To stimulate a variety of interests in reading through an attractive classroom environment.
3. To meet the needs of pupils with varying reading abilities and interests with a variety of reading materials.
4. To maintain a balanced program, both in content and purpose.
5. To widen pupil's interests in recreatory reading through biography, history, science, poetry, fiction, drama, etc. on pupil's level of achievement.
6. To improve skill in certain types of reading such as the interpreting of maps, tables, graphs, charts, illustrations, and cartoons.
7. To increase ability to read well orally, using different types of materials.
8. To increase the rate of silent reading.
9. To improve the ways in which materials are read for various purposes.
10. To improve the ability to recognize unfamiliar words with increasing speed and to increase the vocabulary in the various subject matter fields.

II. OBJECTIVES OF THE SCHOOL FOR THE BLIND.

A. General Objectives.

1. Same as for the public schools except that there would be limitations on number one. There are fewer materials in Braille for references and experiences.

B. Specific Objectives.

1. To follow the same objectives as the public schools, except that in numbers two, three, five and six there would be some limitations.
2. To stress good mechanics in reading Braille.
3. To develop a thorough mastery of all Braille signs and contractions.
4. To develop skills in handling unfamiliar words.
5. To develop good listening habits.

III. PROCEDURES AND EXPERIENCES.

A. Grouping.
1. Base on formal and informal tests.
2. Study previous records and have conferences with previous teachers.
3. Base on ability and interest.
4. Give individual help as the need arises.

B. Daily period for reading together, and individually, from the basal text.

C. Silent reading in current events to get materials for group discussions.

D. Work-type reading.
1. To get information for an outline, summary or just general information.
2. For the purpose of:
   a. Finding answers to questions.
   b. Finding solutions to problems.
   c. Drawing conclusions.
   d. Forming opinions.
   e. Visualizing details.
   f. Evaluating materials.
3. Skills to aid in achieving above purposes.
   a. Comprehension of facts.
      (1) Visualizing the details of what is read.
      (2) Selecting important facts in a story.
      (3) Reading facts from charts, maps, or graphs which accompany the story.
   b. Interpretation of facts.
      (1) Supplementing ideas in the story by giving personal ideas.
      (2) Comparing new story with another read previously.
      (3) Applying facts to one's own life, school, and community.
   c. Organizing.
      (1) Locating topic sentences.
      (2) Locating summarizing sentence or statement.
      (3) Finding the main idea in a paragraph.
      (4) Finding supporting details.
      (5) Outlining.
      (6) Summarizing.
      (7) Combining materials from various sources for a report.

d. Reproduction.
   (1) Dramatizing portions of textbook story for class identification.
   (2) Selecting character from story or lesson to "act-out" for class to guess identity.
   (3) Describing scenes, people or places for identification.
   (4) Using ideas in discussion and conversation.
   (5) Making and answering questions.

E. Oral Reading.
1. To share with others an interesting part of a story, poem, joke, or riddle.
2. To share information.
   a. Current events.
   b. Announcements.
   c. Book reports or other reports.
   d. Minutes of meetings.
3. To verify facts or help solve problems.
4. To find a sentence that will answer a question.
5. To relate most exciting or most humorous part.
6. To identify topic sentences in paragraphs.
7. To understand and interpret figurative and colloquial expressions.
8. To aid in problem solving.
9. To present dramatic scenes.
10. To develop oral expression.
11. To form mental pictures through words.

F. Functional Reading.
1. Basic texts in all subject matter fields.
2. Charts and graphs, etc.

G. Listening for appreciation.
1. Literary stories above the child's reading level and ability.
2. Stories of travel, adventure, nature.
3. Poetry and holiday stories.
4. Humorous stories.

H. Leisure time reading.
1. Library books appropriate for reading level.
2. Supplementary Braille magazines, like <u>Children's Digest</u>.
3. Passages from the Bible.
4. Poetry.
5. Riddles, rhymes, jokes, fables, etc.

I. Improving word recognition skills.
   1. Using the glossary and dictionary.
   2. Using context clues.
   3. Finding smaller words in larger words.
   4. Finding the parts of compound words.
   5. Making phonetic analyses.
   6. Finding primary and secondary accents.
   7. Dividing words into syllables.
   8. Studying diacritical marks, long and short vowels.
   9. Using prefixes and suffixes.
   10. Using Brailled word and phrase cards made by teacher.

J. Vocabulary building.
   1. Recognizing root words.
   2. Substituting words of similar meaning in sentences.
   3. Finding more than one meaning for words.
   4. Picking out unusual descriptive words and phrases. Example: "stretched like an endless ribbon."
   5. Changing the forms of words to make them more meaningful. Example: "went home" to "turned homeward."
   6. Finding synonyms, antonyms, and homonyms.
   7. Recognizing verb form changes.
   8. Using as criterion for meaning, "Does it make sense?"
   9. Using descriptive words to explain, such as soft, smooth, rough, slick, coarse, etc.
   10. Listing words selected according to meaning, as animals, places, people, countries, rivers, etc.

K. Increasing rate of speed.
   1. Reading analytically, as in outlining, criticizing or summarizing.
   2. Reading to find specific answers to questions.
   3. Reading to find words that mean "the same as."
   4. Skimming to find answers to specific questions in a timed period.
   5. Comparing child's rate with past performances and group averages.

L. Improving techniques of Braille reading.
   1. Oral and written drills on signs and contractions with which pupils are having difficulty.
   2. Reading materials constructed especially for emphasizing signs that present difficulties.
   3. Mechanics.
      a. Maintain correct hand and arm position, using both hands.
      b. Avoid up and down, back and forth movements on a word.
      c. Keep good posture, both feet on floor, etc.
      d. Avoid rocking on the two back chair posts while reading.

IV. MATERIALS NEEDED.

A. Basal and Supplementary Readers (2-4 sets.)
   1. Row. The New Runaway Home, These Are the Tales They Tell.
   2. Scott. The New People and Progress, More People and Progress. Discovering Our World, Bk. III, About All of Us.
   3. Ginn. Secret on the Congo, Wings to Adventure, Teamwork for Health, Experimenting in Science.
   4. Lyons. Stories to Remember.
   5. Heath. The Brave and the Free.
   6. Noble. Adventure.
   7. Scribner. Wonderworld of Science, Bk. 6.
   8. Houghton. Bright Peaks.
   9. Silver. High Road to Glory.
   10. American. Widening Horizons.
   11. Laidlaw. Keeping Healthy.
   12.

B. Magazines.
   1. My Weekly Reader.
   2. Children's Digest.
   3. National Geographic.
   4.

C. Teaching Aids.
   1. Library materials.
      a. Dictionary, desk copy.
      b. Dictionaries for students, Braille and print.
      c. Encyclopedias, Braille and print.
      d. Books for the teacher.
      e. Models, specimens, objects, etc.
      f. Tapes.
      g. Films.
      h. Records.
      i. Talking books.
      j.
   2. Special classroom supplies and equipment.
      a. Pictures
      b. Maps and globe.
      c.
   3. Other resources.
      a. Guide books and manuals.
      b. Teacher's constructed exercises in Braille and large print to promote word recognition, vocabulary building, and study skills.
      c. Field trips.
      d.

SEVENTH GRADE READING

I. OBJECTIVES OF THE PUBLIC SCHOOLS.

A. General Objectives
(See the Fourth Grade.)

B. Specific Objectives.

1. To further improve the skills in reading.
    a. To use the dictionary, encyclopedias, and all reference materials with ease and economy of time in locating the information desired.
    b. To develop wider reading comprehension with deeper meanings and better study habits.
2. To increase the power and ability to get the thought in reading.
    a. To be able to broaden one's range of information by cursory reading and browsing.
    b. To comprehend editorial comments and reviews and to create a desire to be informed on current events.
    c. To develop an interest in word history and to add to the vocabulary worthwhile words from literature.
    d. To cultivate the habit of reading for enjoyment, and to develop permanent interests in reading, which will function in the worthy use of leisure time.
    e. To know where to go to find material on a given topic.
3. To improve the ability to read orally.
    a. To find good things to read aloud and to read them.
    b. To be able to select effective points while listening to good readers that have made the reading interesting to the audience.
4. To improve techniques of evaluating reading efforts and achievements.
    a. To recognize and attempt to correct difficulties in both oral and silent reading.
    b. To be able to develop a rate of more than 240 words a minute in silent reading when the thought can be easily comprehended.

II. OBJECTIVES OF THE SCHOOL FOR THE BLIND.

A. General objectives are the same as for the public schools.

B. Specific Objectives.

1. To read with greater ease, speed, and understanding.
2. To grow in the ability to comprehend word, phrase, and sentence meaning in context and to recognize the main idea or theme of a selection.
3. To develop a keener sense of values derived by comparisons and contrasts of meaningful and worthwhile materials read and evaluated.
4. To recognize the various purposes for reading, such as getting or giving information, increasing rate of reading speed, enjoying reading, analyzing, remembering, and skimming.
5. To develop powers of concentration, imagination, and endurance.
6. To develop good taste and permanent interest in attaining higher reading levels.
7. To increase interest in current events and encourage reading of editorials, reviews, summaries, poems, etc.
8. To select main ideas and points of view from context and apply them to one's own problems and experiences in reaching decisions and conclusions.
9. To insist on the best techniques in reading Braille.
10. To secure and organize materials from many sources, such as dictionaries, atlases, reference books, globes, etc.
11. To expand one's enjoyment of more diversified materials in keeping with age, grade, and ability.

III. PROCEDURES AND EXPERIENCES.

A. Discovering ability of readers. Give tests: diagnostic, achievement, inventory for both silent and oral reading.

B. Grouping students on basis of:
1. Ability.
2. Interest.
3. Understanding.
4. Reading experience.
5. Appreciation.

C. Striving for comprehension in:
1. Getting the main points and important details.
2. Recognizing theme, main idea, and sequence of events.
3. Finding details and summarizing.
   a. By written reports.
   b. By oral reports.
4. Word meanings and word clues.
   a. Prefixes and suffixes.
   b. Synonyms, antonyms, homonyms.
   c. Compound words, root words, plurals, and possessives.
5. Using different kinds of sentences and paragraphs.
6. Recognizing emotional reactions by the play on words which produce joy, sorrow, understanding, and sympathy.
7. Finding context clues to determine specific word meanings.

D. Using the library.
1. Reading general materials.
   a. Biographies.
   b. Reference materials.
   c. Periodicals.
2. Taking notes and making outlines for themes.
3. Showing where guide words are located in encyclopedias.

E. Using the dictionary.
1. Finding root words, suffixes, and prefixes.
2. Studying word pronunciation and meaning.
3. Studying the origin of words.
4. Learning the use of diacritical marks for pronouncing words.
5. Finding parts of speech, origin, and syllabication of words.
6. Choosing best-suited words from multiple definitions.
7. Using guide words to locate words wanted.
8. Obtaining correct spelling.
9. Finding synonyms, homonyms, and antonyms.
10. Discovering where and how indexes are used.

F. Dramatizing.
1. Controlling blindisms.
2. Presenting information.
3. Improving speech patterns.
4. Evaluating words and sentences.
5. Improving individual comprehension of related reading materials.
6. Using stories in basal text.
7. Using stories from social studies and current events.
8. Evaluating each other for sake of improvement in posture and voice.

G. Relating reading experiences.
1. To other academic subjects.
2. To the interpretation of maps, charts, and graphs.
3. To a wide range of social studies, such as reading selections from Bryant, Holmes, and Irving to better understand that period of American History.

H. Aims of silent reading.
1. To follow directions.
2. To get the thought.
3. To make comparisons.
4. To develop judgment.
5. To gather information and draw conclusions.
6. To get specific details.
7. To select essentials.
8. To answer questions.
9. To locate specific information.
10. To develop pleasure in reading.
11. To answer questions about the story.
12. To learn how a story ends or what happened next.

I. Aims of oral reading.
1. To express thought.
2. To give directions.
3. To dramatize and entertain.
4. To develop poise by making reports, announcements, and speeches.
5. To improve social relationships.
6. To cultivate a pleasing voice suitable to size of audience or room.
7. To share experiences with others.
8. To perfect enunciation and pronunciation of words.
9. To develop good posture while reading.
10. To give mental pictures and impressions through the spoken word.

J. Insist on good Braille techniques.

IV. MATERIALS NEEDED.

A. Basal and Supplementary Readers (2-4 sets.)
1. Scott. Parades, More Parades, Growing and Changing.
2. Noble. Sport.
3. Ginn. Exploring the Ways of Health, Learning with Science.
4. Scribner. Wonderworld of Science, Bk. 7.
5. Houghton. Adventure Bound.
6. Laidlaw. For Healthful Living.
7.

B. Magazines.
1. Current Events.
2. Current Science.
3. National Geographic.
4.

B. Teaching Aids.
1. Library materials.
   a. Dictionary, desk copy.
   b. Dictionaries, for students, Braille and print.
   c. Encyclopedias, Braille and print.
   d. Books for the teacher.
   e. Models, specimens, objects, etc.
   f. Tapes.
   g. Films
   h. Records.
   i. Talking books.
2. Special classroom supplies and equipment.
   a. Maps and globe.
   b.
3. Other resources.
   a. Guide books and manuals.
   b.

EIGHTH GRADE READING

I. OBJECTIVES OF THE PUBLIC SCHOOLS.

A. General Objectives.
(See the Fourth Grade.)

B. Specific Objectives.

1. To use the title page and the preface of books as a guide in choosing a book.
2. To use the card catalogue for locating books in the library.
3. To know the major classifications used for arranging books on the bookshelves.
4. To use and to make bibliographies.
5. To interpret various forms of graphs, tables, charts, and cartoons.
6. To choose reading suited to needs, mood, etc.
7. To assemble the facts from different points of view, as found in newspapers, books, encyclopedias, etc.
8. To show some individuality with reference to the enjoyment that certain types of material give.
9. To get the author's point of view and to give it sincerely, correctly, and impartially.
10. To apply to one's own reading desirable features observed in the reading of others.
11. To read consciously at various rates, depending on the nature of the material.

II. OBJECTIVES OF THE SCHOOL FOR THE BLIND.

A. General Objectives.
Same as for the public schools.

B. Specific Objectives.

1. To increase the rate of reading.
2. To develop the habit of reading at different rates of speed for different purposes.
3. To increase the spoken, written, and reading vocabulary.
4. To teach new and old Braille signs and contractions that cause difficulty.
5. To develop and re-emphasize proper teachniques of good Braille reading.
6. To develop greater recognition of key words and topic sentences.
7. To understand finger movements as related to speed and phrase reading as opposed to word reading.
8. To develop the ability to recognize new words through context and derivation, as well as through phonetic analysis.
9. To develop the ability to find and use good reference materials.
10. To develop an understanding of the various artistic forms such as drama, essay, short story, and poetry.

III. PROCEDURES AND EXPERIENCES.

A. Grouping.
1. Based on abilities, interests, and compatibilities.
2. Flexible, depending on purposes for reading.
3. Individual attention as needed.
4. Use formal and informal tests.
5. Check previous records and talk with former teacher.

B. Work-type reading.
1. Picking out main ideas for:
    a. Oral discussion.
    b. Written report on main ideas.
    c. Outlining main ideas. (Give attention to titles and headings.)
    d. Summarizing. (Put into one's own words what has been read, pausing at the end of each paragraph to think what the main topic is.)
2. Reading for details.
    a. Character sketches. (Emphasize the words the characters emphasize.)
    b. Arranging events in sequence.
    c. Giving central thought of paragraph.
    d. Taking notes.
3. Predicting outcomes.
4. Learning to react emotionally to material read and learning to feel the emotions of characters.
5. Speculating on how the story will end.
6. Checking table of contents and index to find special words used in the story.
7. Being able to check for authenticity of statements.
8. Giving practice in skimming to get details.
9. Giving opportunity to use paragraph headings.

C. Use of the dictionary.
1. To improve the speaking, written, and reading vocabulary.
2. To give practice in alphabetizing, using guide words and types of entries.
3. For grammatical information.
4. Syllabication.
5. For correct pronunciation.
    a. Using phonetic key.
    b. Understanding diacritical marks.
    c. Re-spelling for correct pronunciation.
6. To help recognize and understand complex words.
7. To understand the senses of consecutive numbered definitions.
8. To analyze etymologies.

D. Oral reading.
   1. To give information.
      a. Making announcements.
      b. Reading a radio log to the group.
      c. Reporting on weather records.
      d. Current events.
      e. Minutes of club meetings.
      f. Sunday School lesson (from Braille magazine.)
   2. Reading to entertain.
      a. An interesting story to a group.
      b. An original story, poem, or favorite story to a group.
      c. Conundrums, etc.
   3. Dramatizing a short story or play.
   4. Reading a dialogue in preparation for a play.
   5. Choral speaking.
   6. Reading the funniest, most exciting, best liked, most interesting, or surprising part of a selection.
   7. Reading to please others and to cultivate a pleasing voice.
   8. Reading to develop good diction.
   9. Reading to prove or verify facts.

E. Functional reading.
   1. Reading for pure personal enjoyment.
      Example: funny stories, jokes, fables, special season poems (Valentine, Halloween.)
   2. Reading resource materials in related subject fields.
   3. Reading interpretations of maps, charts, globes, models.
   4. Reading basic texts to garner information.
   5. Making small parts of maps to help teach map reading.

F. Listening to learn and for appreciation.
   1. Literary stories above student reading level.
   2. Good talking book records.
   3. Good holiday poems and stories.
   4. Reading by visitors.

G. Leisure time reading.
   1. Library books brought to the classroom by the teacher.
   2. Books chosen from the library by the children.
   3. Books borrowed from friends.
   4. Books from local libraries and from the Library of Congress.

H. Improving word recognition techniques.

1. Adding affixes to known words and understanding the change in the meaning of the word.
2. Recognizing base words in derived words.
3. Recognizing the more difficult compound words.
4. Dividing words into syllables for easier pronunciation.
5. Inferring meaning from context clues.
6. Recognizing synonyms and antonyms.
7. Breaking larger words into smaller words.
8. Matching words with definitions.
9. Classifying words according to meaning.
10. Using tactual clues.
    Example: length and contour of words.
11. Recognizing diagraphs and consonant blends: wh, th, ch, sh, ng, ck, gh, bl, cl, cr, dr, fl, gl, gr, pl, pr, sc, sk, sl, sm, sn, sp, st, sw, tr, sch, scr, shr, spl, str, thr.
12. Recognizing phonetic elements: at, in, ot, an, en, ay, ill, all, un, old, ell, ing, et, igh.
13. Recognizing vowel combinations: ee, oo, aw, ew, ow, oi.

I. Vocabulary building.

1. Learning the meaning of words.
2. Learning the use of words.
3. Telling how things feel, smell, sound, taste, look.
4. Using the dictionary for correct pronunciation.
5. Using the dictionary to find word meanings and syllabication.
6. Picking out root words.
7. Using words in oral and written speech.
8. Learning the meaning of figures of speech.
9. Using new words in sentences after meaning has been established.

J. Increasing rate of speed.

1. Check the number of words read in a given time.
2. Find reading rate.
3. Keep a record of each pupil's rate of reading.
4. Compare individual rates with group averages.
5. Compare present rate with past performances.
6. Read rapidly with understanding, adjusting speed to suit purpose.
7. Read at various rates for differing purposes.
    a. Slowly for study of difficult material.
    b. Rapidly for pleasure.
    c. Rapidly for review

K. Improving techniques of Braille reading.
   1. Signs and contractions.
      a. Oral drill.
      b. Games that will review the desired signs.
      c. Especially constructed reading materials containing a great deal of needed review on signs and contractions.
   2. Use of two hands.
   3. Smooth movement of hands and fingers across page. No up and down, back and forth finger movements.
   4. Good posture.
   5. Clean hands before reading Braille.
   6. Increase tactual span. Eliminate all forms of vocalization for silent reading.
   7. Avoid rocking, head shaking, etc. while reading.

IV. MATERIALS NEEDED.

A. Basal and Supplementary Readers (2-4 sets.)
   1. Scott. _Panoramas_, _More Panoramas_, _Advancing in Health_.
   2. Noble. _Flight_.
   3. Ginn. _On Your Own_, _Facing Tomorrow with Science_.
   4. Scribner. _Wonderworld of Science, Bk. 8_.
   5. Houghton. _Journeys into America_.
   6. Laidlaw. _Good Health for Better Living_.
   7.

B. Magazines.
   1. Current Events.
   2. National Geographic.
   3. Current Science.
   4. Reader's Digest.
   5.

C. Teaching Aids.
   1. Library materials.
      a. Dictionary, desk copy.
      b. Dictionaries, for students, Braille and print.
      c. Encyclopedias, Braille and print.
      d. Books for the teacher.
      e. Models, specimens, objects, etc.
      f. Tapes.
      g. Films.
      h. Records.
      i. Talking books.
      j.
   2. Special classroom supplies and equipment.
      a. Pictures.
      b. Maps and globes.
      c.
   3. Other resources.
      a. Guide books and manuals.
      b. Teacher-constructed exercises to promote word recognition and vocabulary building.
      c. Visitors.
      d. Field trips.
      e. Radio and television programs.
      f.